

Examining a Primary Source

Names of Group Members: _____

1. Read the assigned primary source document *before* class.
 2. In your group, discuss the main points of the narrative or interview (10 minutes).
 3. As a group, assign a historian to fill in the worksheet below. First, let's review the rules of group work:
 - Students readily share information with others in their group.
 - Students discuss ideas with others in the group, listen well, and change their own ideas when appropriate.
 - Students actively seek the contributions of every member of the group.
 - Students help the group move to consensus.
 4. Hand in the completed worksheet at the end of today's class.
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1. This document is a part of which American Memory collection?

2. What is the title of this document? Is there a second title? If so, what is it?

3. What is the name of the "informant" or the interviewer (or, in one case, the author)?

4. What is the date of the interview or account?

5. Who is being interviewed? What do you know about him/her?

6. Look at the "Page image" in the back of your packet. This is the original form of the interview or narrative. What technology was originally used to record it?

7. If the document begins with an interview form, does it provide any additional information to help you understand the source? If so, what? Names? Dates? Places? Description of the interview setting?

8. Write a three-to-five sentence summary of the interview of narrative below.

9. List six vocabulary words from the document:

_____	_____
_____	_____
_____	_____

10. Write one objective observation of the document.

11. Write one subjective observation of the document.

12. What question or questions do you wish that the narrative had answered but did not answer?